

OPA KS3 Drama Curriculum

	Autumn 1 <i>7 Weeks</i>	Autumn 2 <i>7 Weeks</i>	Spring 1 <i>6 Weeks</i>	Spring 2 <i>5 Weeks</i>	Summer 1 <i>6 Weeks</i>	Summer 2 <i>7 Weeks</i>
Year 7	Alice in Wonderland An introduction to Drama, performance and drama forms. We explore the understanding of physical theatre by demonstrating controlled movement exercises. We explore what a non-naturalistic performance is and use animalistic acting to create an abstract performance.		Genres We explore the term “genre” and its meaning within drama. We look at different types of genres of drama and the key characteristics of each one. We explore the “wild west”, adverts and “horror”, and look for the students to be able to identify the key features in each of them. They will use this knowledge to perform a devised piece of theatre in the style of one of these genres.		Page to Stage - Arabian Nights We explore how to make a positive contribution to group work by contributing and developing ideas for performance to convey meaning. We recap the 3c’s in drama and learn how to develop trust with my peers and teacher. We also explore the styles of physical theatre and use them within a scripted scene. We use unison and cannon and demonstrate them in a performance. We develop analytical skills by making thoughtful comments using drama terminology.	
	Assessment Opportunities <i>Observation Questioning Group Performances</i>	Key Skills <i>Performing Devising Physical Theatre Script work Ensemble skills</i>	Assessment Opportunities <i>Observation Questioning Group Performance</i>	Key Skills <i>Performing Devising Script work Staging Physical & Vocal Drama skills</i>	Assessment Opportunities <i>Observation Questioning Group Performance</i>	Key Skills <i>Performing Script work Staging Physical & Vocal Drama skills Character development</i>
Year 8	Improvisation In this unit students will learn about improvisation skills and how to improvise effectively. They will take part in a number of improvisation workshops and activities to develop their confidence in improvising and performing. Finally, students will take part in a short, prepared improvisation which they will perform to the class.		Melodrama In this unit students will learn the key features of a melodrama. They will then write the script for their own short melodrama. Through this they will learn how to write a successful and engaging story and how to format a script. They will then give their script to another group. Each group will rehearse and then perform.		Page to Stage - Harry Potter and the Cursed Child Exploring scenes from “Harry Potter and the cursed child” and researching to help inform the creation and planning of a drama in a perceptive and insightful way. Using their understanding of proxemics to inform their creative decisions and ideas. Making creative decisions based upon the artistic and aesthetic value they have and being able to listen to others on stage and engage fully with what is going on.	

	Assessment Opportunities <i>Observation</i> <i>Questioning</i> <i>Class Performances</i> <i>Group Performances</i>	Key Skills <i>Performing</i> <i>Improvisation</i> <i>Physical & Vocal</i> <i>Drama Skills</i> <i>Creativity & Imagination</i> <i>Storyboarding</i>	Assessment Opportunities <i>Observation</i> <i>Questioning</i> <i>Script</i> <i>Group Performances</i>	Key Skills <i>Performing</i> <i>Improvisation</i> <i>Devising</i> <i>Writing a script</i> <i>Physical & Vocal</i> <i>Drama Skills</i> <i>History of Melodrama (Greek Theatre)</i>	Assessment Opportunities <i>Observation</i> <i>Questioning</i> <i>Group Performance</i>	Key Skills <i>Performing</i> <i>Script work</i> <i>Staging</i> <i>Physical & Vocal</i> <i>Drama skills</i> <i>Character development</i>
Year 9	Modern Theatre In this unit students will do workshop style activities to learn some of the key features of Stanislavski and Brecht. They will then be introduced to John Godber who took influence from these pioneers of theater. They will be given a scene from bouncers and shakers that they will rehearse and perform to the class.		Social Media Exploring the benefits and dangers of using social media and how it affects young people. We also look at how people hide behind social media to become bullies using terms such as “Keyboard warrior”. Stimuli such as poems written about social media and its effects are used as a starting point for student’s performances. Students are encouraged to use modern theatre techniques influenced by Stanislavski and Brecht.		Page to Stage - DNA The exploration of interpreting dialogue to find meaning in the text such as “tension”. Analysing the characters within the plan and what role they have within it. Building foundations by going over the use of still images, levels, proxemics and thought tracking. Looking at performing a script in different ways in order to change the intention and the audience's reaction to the scene.	
	Assessment Opportunities <i>Observation</i> <i>Questioning</i> <i>Group Performance</i>	Key Skills <i>Performing</i> <i>Devising</i> <i>Script work</i> <i>Physical & Vocal</i> <i>Drama Skills</i> <i>Multirolling</i> <i>Naturalism (Stanislavski)</i> <i>Non-Naturalism (Brecht)</i>	Assessment Opportunities <i>Observation</i> <i>Questioning</i> <i>Written Plan</i> <i>Group Performance</i>	Key Skills <i>Performing</i> <i>Devising</i> <i>Physical & Vocal</i> <i>Drama Skills</i> <i>Multirolling</i> <i>Naturalism (Stanislavski)</i> <i>Non-Naturalism (Brecht)</i>	Assessment Opportunities <i>Observation</i> <i>Questioning</i> <i>Group Performance</i>	Key Skills <i>Performing</i> <i>Script work</i> <i>Staging</i> <i>Physical & Vocal</i> <i>Drama Skills</i> <i>Naturalism (Stanislavski)</i>

	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 5 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
Year 10	Performing from Scripts DNA Bouncers Teachers Staging techniques Character development techniques	Unit 1 – Performing Task 1a - Research Task 1b – Justify your research Task 2 – Rehearsal Plan Start Task 3 (Rehearsals)	Unit 1 – Performing Task 3 – Rehearsals & Rehearsal Logbook & Start/Mid Recordings Task 4 – Performance. Task 5 - Evaluation	Devising Techniques Character development Storyboarding Script Writing Naturalism Brecht	Unit 2 - Devising Task 1 – Outline components considered. Task 2 – Rehearsals, Development of Ideas Log, Start/Mid Recordings	Unit 2 – Devising Task 3 - Performance Task 4 – Evaluation
	Formative Assessment Performance Self-Evaluation Peer Feedback	Summative Assessment Task 1a Task 1b Task 2	Summative Assessment Task 3 Task 4 Task 5	Formative Assessment Performance	Summative Assessment Task 1 Task 2	Summative Assessment Task 3 Task 4 Task 5
Year 11	Job roles in performing arts: <ul style="list-style-type: none"> • Named practitioners who have created performance work. • Named organizations which create or commission performance work. 	Unit 3 Task 1 - Outline the factors that have influenced the creation of your proposed performance work. Task 2 - Produce your plans and ideas for your proposed event.	Unit 3 Task 3 – Outline the timeline, personnel and resources required for the implementation of your creative proposal. Task 4 - Outline how you could use marketing and public relations to promote your event.	Unit 3 Task 5 – Produce practical examples from your proposed event	Unit 3 Task 6 - Produce and pitch your creative proposal, including your practical examples, to an audience and gain feedback. Task 7 - Evaluate the success of your creative proposal. Discuss what you have learnt from undertaking this work and how it will inform your future planning of events	
	Formative Assessment Written Assessment	Summative Assessment Task 1 Task 2	Summative Assessment Task 3 Task 4	Summative Assessment Task 5	Summative Assessment Task 6 Task 7	